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ABSTRACT

The study addressed the effect of Colorado's 4-day school week on utilization of school facilities and the educational philosophy of superintendents of these schools. Data were obtained by sending a survey instrument to superintendents of 15 randomly selected Colorado school districts that had converted to a 4-day school week schedule. A portion of the survey instrument obtained data pertaining to the rank ordering of each day of the week in the following categories: co-curricular youth sport activities, other youth co-curricular activities (excluding sports), and community activities. The superintendents were asked their opinions on nine items that reflected aspects of the community educational philosophy. Major findings of the study were: (1) school districts had not markedly altered the scheduling of their co-curricular and community activities; (2) when pairing the superintendents' mean score on the opinionnaire with the amount of building use in that school district on their day off, it showed that superintendents that have a more community oriented philosophy may encourage more use of the school facility; and (3) there was no difference in the amount of building use when comparing school districts with Mondays off with school districts with Fridays off. (Author/AH)

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THESIS

A STUDY OF COLORADO'S FOUR-DAY SCHOOL WEEK PROGRAM AS IT RELATES TO UTILIZATION OF SCHOOL FACILITIES

Submitted by

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Department of Education

In partial fulfillment of the requirements

for the Degree for Master of Education

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Summer, 1983

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ABSTRACT OF THESIS

A STUDY OF COLORADO'S FOUR-DAY SCHOOL WEEK PROGRAM AS IT RELATES TO UTILIZATION OF SCHOOL FACILITIES

The effect of Colorado's four-day school week on utilization of school facilities and these superintendents' educational philosophy were addressed in this study.

Data was obtained by sending a survey instrument to superintendents of fifteen randomly selected Colorado school districts that had converted to a four-day school week schedule. A portion of the survey instrument obtained data pertaining to the rank ordering of each day of the week in the following categories: co-curricular youth sport activities, other youth co-curricular activities (excluding sports) and community activities. The superintendents were asked their opinion on nine items that reflect aspects of the community education philosophy.

The major findings of the study were:

1. School districts have not markedly altered the scheduling of their co-curricular and community activities.

2. When pairing the superintendents' mean score on the opiniounaire with the amount of building use in that school district on their day off, it showed that superintendents

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that have a more community oriented philosophy may encourage more use of the school facility.

3. There is no difference in the amount of building use when comparing school districts with Mondays off with school districts with Fridays off.

The results of this study show a need for further research into this area. Research dealing with perceptions of school board members, of both traditional and four-day school week school districts, and perceptions of superintendents of the traditional school week as to what their schools should provide to the communities they serve should be conducted.

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CHAPTER I

INTRODUCTION

Many school districts are facing harsh financial realities and are making some very difficult decisions on how to deal with the decreased revenue. Rural schools are particularly affected by budget shortfalls. The sparsity of rural populations causes schools to spend a significant proportion of their operating budgets on transportation.

Traditionally, when school districts needed to decrease their expenditures, they eliminated co-curricular programs and electives or consolidated with other schools. Leaders in the education field have taken a new approach to solving the budget difficulties that of implementing alternative school calendars. Colorado is one of the nine states that are experimenting with the four-day school week. These Colorado schools are in rural areas where there are limited numbers of opportunities for community and co-curricular activities. If the schools are truly the focus of rural communities, the impact of closing the school facility an additional day per week could even further decrease community and co-curricular activities.

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Purpose

The purpose of this study was to determine the effect that the four-day school week has had on utilization of school facilities and in particular scheduling of activities on the one weekday that each school district is not in session. Additionally, the superintendents were asked their opinion on nine items that reflect aspects of the community education philosophy to determine if their scores were related to the amount of utilization of the school facility.

Situational Statement

In 1980 the Colorado General Assembly enacted Senate Bill #78 authorizing the modification of the traditional school calendar. Thirteen Colorado school districts converted to a four-day school week for the 1980-81 school year. Twelve of these school districts remained on the program for 1981-82, while ten more school districts were added. At the time of this study, there were twenty-seven school districts in Colorado on the four-day school week program. These school districts chose this pilot program in an attempt to conserve energy which ultimately would decrease the operating budget. It is possible that this trend to a four-day school week will continue to grow and it is vital for professional educators to be aware of the educational possibilities and the implications that this alternative school week has on the community.

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Problem Statement

The three questions raised in this study were:

1. Has the scheduling of community and co-curricular activities changed since these school districts converted to the four-day school week?

2. Do superintendents that have an educational philosophy similar to the community education philosophy schedule more use of their school facility?

3. Have these school districts completely closed their doors on their day off?

Hypotheses

The null hypotheses tested were:

1. There is no significant difference in the rank ordering of days of the week as they relate to building use when comparing before and after conversion to the four-day school week schedule.

2. There is no significant relationship between the mean score of each superintendent on a community education philosophy opinionnaire and amount of building use in that school district on the off day.

3. There is no significant difference in the amount of building use as it relates to scheduled activities on the off day when comparing schools that have Mondays off to schools that have Fridays off.

Rationale

The four-day school week program is an alternative schedule that may be a trend that will grow. Colorado has

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had this alternative for only three years and is still very much in the evaluative stage. A major study was conducted by Richburg and Edelen in 1981 in many areas including: cost savings to the school districts, academic achievement, and attitudes of students, teachers, and parents regarding the four-day school week.

In the article, "The Four-Day School Week," Drs. Richburg and Sjogren (1982) discuss the findings of the 1981 study plus offer some concerns about the four-day school week. Additionally, the authors state:

> Clearly, the four-day is contrary to the community education movement, which strives to increase the use of school buildings and to make schools the center around which to organize many kinds of community activities (p. 625).

It is this statement that this researcher is concerned about in that, does the trend towards four-day schools really mean less community use of the school facility. Originally, these school districts began this program to save on energy costs but as they continued on this program they have realized added benefits that include: a decrease in teacher and student absenteeism, more instructional advantages and an increase in some areas of student achievement. Many families have expressed that they now have more time for family activities. The teacher often uses that week day that school is not in session to develop materials to use in the classroom or for professional development. Some school districts have re-scheduled many of their co-curricular activities and events to that weekday school is not in session (Richburg and Edelen, 1981).

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The school districts that have re-scheduled co-curricular activities and events on that day are reflecting various aspects of the community education philosophy. These schools have great potential for becoming community schools that can be utilized by the entire community. If we remember that there are seven days in a week and these schools have regular academic classes on four days, we must realize that there are three entire days left to be utilized to serve the entire community. In these rural areas there are few, if any, other facilities large enough to accommodate large groups. Additionally, schools are supported financially through monies raised by property taxes. These two facts alone should convince individuals that these schools should be used to serve the community in which it is located.

The school districts that have scheduled some co-curricular activities on the week day the school is off are not financially saving as much as those school districts that completely close the school facility. However, the schools that are open could realize some additional benefits by providing services to the community on that day.

Assumptions

1. There are benefits, other than cost savings, that these schools have realized. If these added benefits are valued by the superintendent then this alternative schedule will continue.

2. In rural areas there are a limited number of large facilities.

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3. The school facility serves as a focal point in the rural community for both co-curricular and community activities.

Limitations

1. This study was limited by the small number of school districts in Colorado that had converted to this four-day school week schedule.

2. This study was limited to the selected Colorado school districts that had converted to this four-day school week schedule and were willing to participate in the study.

3. This study was limited by the lack of literature on four-day school week programs, including possibilities and implications of this type of scheduling.

4. This study was dependent on the perceptions of superintendents who have committed their school districts to this four-day school week schedule.

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CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to provide the reader of this study with a base of knowledge about community education: its development, philosophical basis, costs, and funding possibilities. Colorado's four-day school week program is discussed as well as the limited research on this topic. A brief discussion about the strong traditional ties between rural schools and rural communities is included to further the reader's understanding of the importance of rural schools.

Community Education

Community education has developed and changed during its long history. Community education has not been fully understood from its beginning and today many misconceptions still exist. Community education is confused with recreation programs, adult education, and extra-curricular activities for children and youth.

Maurice Seay, a leader in the field of community education, has seen his own definition of community education change. His definition has developed from recreation in 1936 to adult education in 1938, to community improvement in

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1945, to use of community resources in 1953. In 1974, Seay offered this definition:

> Community education is the process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community (p. 11).

Minzey and LeTarte (1979), in their book, Community Education: From Program to Process, described it as follows:

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization (pp. 26-27).

This definition discussed the school's role in community education, that of being a delivery system for the philosophy of community education. These authors provide many justifications for recommending public school use, of particular interest are the following.

1. The schools have facilities that are available and adaptable for a wide variety of community uses and programs.

2. The school is publicly supported and has the potential for raising funds for expanded responsibilities.

3. Schools have an entree into communities through children which provide an effective and emotional tie with families in that community.

4. School boundries cross political boundries and schools usually can unify communities where there are embedded political divisions.

5. Schools are the most trusted institutions within the community. They are more highly supported by community members than any other institution and other agencies tend to trust the schools more than they trust each other (pp. 59-60).

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Although the implementation of the community education concept is specific to each school district that has incorporated it into their school program, Minzey and LiDarte (1979) believe that there are six basic components within the community education philosophy:

1. An Educational Program for School Age Children. This is the traditional kindergarten through twelfth grade school program.

2. Use of Community Facilities. Maximum use of all existing facilities in the community is stressed rather than building new sole purpose buildings. School facilities, especially, should be utilized to their maximum potential.

3. Additional Programs for School Age Children and Youth. This component provides children and youth the opportunity to be exposed to a variety of educational, recreational, and cultural programs. These programs can be offered before, during, and/or after the regular academic program.

4. Programs for Adults. This component provides similar programs to adults that are offered to children and youth such as Adult Basic Education, high school completion, recreational and cultural programs.

5. Delivery of Community Services. Meeting the needs of the community by matching up available resources is vital to decrease both underutilization and duplication of services provided to communities.

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6. Community Involvement. Community education is not a program to be blindly adopted but should be tailor made to fit each community. This component allows for the necessary input of community members who are the most aware of their needs and wants.

The implementation of a community education program is not without its financial costs. The very nature of community education implies increased costs due to the increase in the number of hours the school will be open. There will also be an increase in maintenance, energy, staff and equipment costs.

In 1981 Stenning and Cooper-Stenning published a report of the evaluative study they had conducted on the fifty-one school districts in Texas that had community education in 1978. One of the major findings of that study was that ". . . the proportional costs of operating a community education program was seven-tenths of one percent of the total school operating budget" (p. 68). This figure was the average cost of the fifty-one school districts surveyed. The costs of the community education programs, actually, ranged from slightly less than three-tenths of one percent to one and one-quarter percent of the school's operating budget (Stenning and Cooper-Stenning, 1981).

A community education program can be supported through a variety of sources ranging from the local to the national level. Local financial support can be obtained through business and industry, clubs and organizations, churches,

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gifts, fundraisers and fees. Local, state and federal governments may be sources of income for many of the programs offered under the community education concept. Proposals submitted to foundations and business and industry are yet other sources of funds (Fish and Klassen, 1977; Stanley, 1980).

Colorado's Four-Day School Week Program

Rural school districts are experiencing decreased school revenues for a number of reasons including declining enrollments and lower birthrates. The sparsity of the population in rural areas leads to high transportation costs which school districts must provide (Tompkins, 1977). These transportation costs plus the costs to heat the school facility in Colorado's rural schools are always increasing. In the past some schools have eliminated co-curricular activities and elective offerings in an attempt to save money (Richburg and Edelen, 1981).

In 1980 the Colorado General Assembly enacted Senate Bill #78 authorizing the modification of the traditional school calendar. This legislation allowed local school districts ". . . to hold less than the 180-day schedule required by law providing the number of classroom instruction hours are not reduced" (Stiverson, 1982, p. 25). Thirteen Colorado school districts implemented four-day school week programs for the 1980-81 school year. Twelve of these school districts remained on this pilot program for the 1981-82 school year, while ten additional school districts

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were added. Presently, there are twenty-seven school districts that have converted to the four-day school week schedule. Altering the school week provided a more attractive cost saving mechanism than either reducing activities or electives. These school districts applied to the Colorado State Board of Education to be on this pilot program in the hopes of decreasing energy consumption which ultimately would decrease each school district's operating budget.

Richburg and Edelen (1981) evaluated the twelve school districts that were then on the four-day school week in a number of areas including: cost savings to the school districts, academic achievement and attitudes of students, teacher, and parents regarding the four-day school week. The major findings of this study were published in the article by Richburg and Sjorgren (1982):

> 1. The four-day school week brought substantial savings on energy . . . from 7% to 25% in these 12 districts.
>
> 2. . . . found no clear evidence that student achievement suffers under a four-day schedule.
>
> 3. More than 91% of the parents in these 12 districts preferred the four-day schedule to the traditional schedule. Similarly, 93% of the students and nearly 95% of the teachers favored the four-day school week (pp. 623-624).

The satisfaction of the above groups can be partially attributed to the personal and professional opportunities provided by the weekday off. Parents could now schedule doctor's appointments, take mini-vacations and have added help at home on that day off. Teachers could use that day for curriculum development or professional growth. Richburg

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and Sjogren (1982) noted that "Teachers also appreciate the fact that extra curricular activities did not conflict with instructional time under the four day schedule" (p. 624).

There are a number of additional advantages that the four-day school week schedule offers. Stiverson (1982) stated that:

> There are other kinds of possibilities besides conservation of energy and reduction of energy costs with a four-day week program. A few of the options are:
> --enhancement of work-study programs
> --promotion of professional and personal growth
> --improvement of curriculum planning
> --evaluation of student achievement
> --provision for increased time in vocational education and career opportunities (p. 27).

Cravens (1973) foresaw a national trend towards both a four-day workweek and a four-day school week. He stated ". . . there will be increased demands for the utilization of school classrooms and facilities for continuing education and community purposes during the three-day weekend" (p. 279). He went on to suggest that the reduction in expenditure for transportation could be used to increase the use of the school facility for a variety of educational, cultural and civic programs for the community.

Related Literature

Many rural communities have been faced with the possibility of closing their local school and consolidating their school with another school. Consolidation usually evokes strong opposition from the local community (Parks, 1980).

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Educators as well as rural residents realize the numerous disadvantages of small rural schools. Typically, these schools lack modern equipment, materials, there are few co curricular and enrichment programs, limited number of teachers, and small operating budgets (Charles, 1969; Dunn, 1977).

Small rural schools, however, ". . . do more than educate children; they also maintain communities" (Peskin, 1978, p. 208). The authors of the book, The Quality of American Life: Perceptions, Evaluations, and Satisfaction, state that "Residents of rural areas are more satisfied with their public schools than are urban residents" (Campbell et al., 1976, p. 236). Although these particular authors do not provide any rationale for this satisfaction, other authors suggest that the communities' involvement in the school and the congruity between the schools' and the communities' values are unique in rural areas (Dodendorf, 1979; Peskin, 1978; Dunn, 1977; Gleadow and Bandy, 1982). Parks (1980) offered this reason:

> One reason for country people's strong resistence to school consolidation is that they have not wanted to lose a--sometimes the--central community institution. Lacking the array of institutions for art, adult learning, sport and civic events that cities have, rural communities have used their schools for all the above (p. 6).

In the following statements, Dunn (1977) reminds us of the limited financial resources, the limited number of teachers and the lack of enrichment programs in rural schools. However, she did offer two partial solutions: further increasing the communities' involvement in the

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schools and making the school facility more available to the community. The author stated:

> If the small rural school can come to treat the community as a resource, perhaps the community can begin again to treat the school as one . . . . On a simpler level, the school buildings could be made available for community groups as a recreation hall, a card club center, and a meeting place for a variety of civic events. . . . Such a move is ultimately in the best interest of rural education (p. 116).

Dr. Joseph Newlin, Director for the Office for Rural Education at Colorado State University had recently conducted a national survey of State Boards of Education concerning the phenomena of the four-day school week. Forty-eight State Boards of Education responded with the following results:

1. Nine states have converted to a four-day school week in some of their school districts;

2. Four states that have not converted to this schedule do have legislation permitting this alternative schedule; and

3. Ten other states are interested in or considering the conversion of some of their school districts to a four-day school week schedule.

There are, then, twenty-three states in varying stages of pursuing the four-day school week. It was difficult to evaluate growth in all the stages because this researcher is not aware of research or literature concerning two of the stages: legislation without conversion and interest in conversion to the four-day school week. New Mexico was one of

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the first states to convert a school district to the four-day school week in 1973 and this school district has continued on this program (Stiverson, 1982). As stated above, there are now nine states that have some of their school districts on this alternative schedule.

Summary

A major premise of community education is that a community's needs can be met through the use of local resources. The local school is often the best delivery system for the philosophy of community education and in rural areas the school may be the only possible delivery system available. The conversion of rural schools to a four-day school week has been a growing trend that must be evaluated in a number of areas, including its impact on the community it serves.

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CHAPTER III

PROCEDURES

Review of the Problem

In 1980 the Colorado General Assembly enacted Senate Bill #78 authorizing the modification of the traditional school calendar. At the time of this study, there were twenty-seven school districts in Colorado that had converted to a four-day school week.

Sample Base

This study was conducted by randomly selecting fifteen school districts from the total population of twenty-seven school districts in Colorado that had converted to a four-day school week. The researcher initially planned to compare school districts by the number of years that they had been on the four-day school week schedule. The twenty-seven school districts were categorized by the number of years the district had been on the four-day week: three years, two years, and first year. Five school districts from each group were randomly selected for a total of fifteen school districts in the study. A letter (Appendix A), survey instrument (Appendix C), and a self-addressed, stamped envelope was mailed to the superintendents of the fifteen school districts selected.

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Three weeks after the initial mailing, a follow-up letter (Appendix B) was sent to those superintendents that had not responded to the initial letter. The survey instrument and a self-addressed, stamped envelope were included with the follow-up letter.

Instrumentation

The original instrument was developed after reviewing similar instruments and receiving input from Dr. Charles Porter, Community Education Director at Colorado State University. Dr. Douglas Sjorgren and Dr. Robert Richburg, professors at Colorado State University also assisted in the development of the instrument. The nine items on the general educational philosophy opinionnaire were selected after receiving input from Dr. Porter and viewing other graduate students' research, particularly Chris Hudspeth's thesis in 1979. These items reflect aspects of the community education philosophy and the more items checked would suggest a greater similarity between the superintendents' education philosophy and the community education philosophy.

The survey instrument was sent to an assistant superintendent of schools, who had formerly been a superintendent of schools of a school district that was on the four-day school week program, for evaluation as to the clarity of the instrument. As a result of his suggestions minor revisions were made. The survey was then mailed to the fifteen selected school districts.

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Data Analysis

Two of the three hypotheses stated in Chapter I of this thesis were tested statistically using the Pearson product-moment correlation coefficient. The third hypothesis was tested statistically using the Chi Square formula, specifically the Fisher Exact Probability Test. The .05 level of significance was used to accept or reject hypotheses.

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CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to determine the effect that the four-day school week has had on utilization of school facilities and in particular scheduling of activities on the one weekday that each school district was not in session. Additionally, the superintendents were asked their opinion on nine items that reflected aspects of the community education philosophy to determine if their mean scores were related to the amount of utilization of their school facilities.

Fifteen school districts were randomly selected from the twenty-seven school districts in Colorado that were on a four-day school week schedule. The researcher's original intent was to compare school districts by the number of years on this schedule. However, upon analysis of the data using this grouping method it became apparent that these subgroups were too small. The decision was then made to group the fifteen school districts by the weekday that the school was not in session. Fourteen surveys were returned, nine from school districts with Mondays off and five from school districts with Fridays off, for a return rate of 93%. One survey was returned only partially completed thus explaining

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the discrepancy in the number of school districts in the tables.

Building Use and Superintendents' Community Education Philosophies

The data shown in Table 1 indicated that the mean score of superintendents of school districts with Mondays off was slightly less than the mean score of superintendents of schools with Mondays off. However, the difference was not statistically significant.

Table 1

A Comparison of Superintendents' Mean Scores on the Community Education Philosophy Opinionnaire

Day Off	Number in Group	Mean	Standard Error	t Test
Monday	8	6.0	2.27	.04*
Friday	5	6.4	.89	

*Not significant at the .05 level.

Table 2 compared school districts scheduling of activities on their day off. Due to the small sample size the amount of activities were grouped into two categories: no activities and some activities (one or more activities). The respondents had been asked to check the types of activities scheduled, from a list of six categories, and how often each activity was scheduled. Many surveys were returned with only the items checked and incomplete responses in the frequency column (Appendix C). These results were analyzed using the

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Fisher Exact Probability Test and it was determined that there was no significant difference between these two groups.

Table 2

Activities Scheduled on Day Off*

Day Off	Number in Group	No Activities	Some Activities
Monday	9	5	4
Friday	5	0	5

*Significant at the .05 level.

However, when pairing each superintendent's score with the number of types of activities scheduled in that school district on their day off, the Pearson Correlation Coefficient value (r=.58) was significant at the .05 level (Table 3).

Building Use Before and After Conversion to the Four-Day School Week

The data shown in Table 4 indicated that when the rank ordering of weekdays of co-curricular youth sport activities of the present 1982-83 school year were compared statistically with the year(s) prior to conversion to the four-day school week schedule there was no significant difference.

The data shown in Table 5 indicated that when the rank ordering of weekdays of co-curricular youth activities (excluding sports) of the present 1982-83 school year were compared statistically with the year(s) prior to conversion to

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Table 3

Comparison of Each Superintendent's Mean Score with Number of Types of Activities

Day Off	Superintendent's Mean Score	Number of Types of Activities
Monday	5	1
	8	4
	8	2
	9	1
	3	0
	7	1
	4	0
	4	0
Friday	7	2
	6	1
	7	3
	7	3
	5	3

r = .58; significant at the .05 level.

Table 4

Comparison of Rank Ordering of Weekdays of Co-Curricular Youth Sport Activities Before and After Conversion to Four-Day Week

Year(s)	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1982-83	5.5	3.8	4.3	3.3	1.2	2.2	6.8
Prior to Conversion	5.3	3.8	4.9	3.3	1.1	2.0	6.6

r = .99; significant at the .05 level.

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Table 5

Comparison of Rank Ordering of Weekdays of Other Youth Co-Curricular Activities (Excluding Sports) Before and After Conversion to Four-Day Week

Year(s)	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1982-83	4.2	3.1	3.1	3.1	3.5	4.4	6.6
Prior to Conversion	3.9	3.3	3.4	3.3	3.5	4.0	6.6

r = .98; significant at the .05 level.

the four-day school week schedule there was no significant difference.

The data shown in Table 6 indicated that when the rank ordering of weekdays of community activities of the present 1982-83 school year were compared statistically with the year(s) prior to conversion to the four-day school week there was no significant difference.

Table 6

Comparison of Rank Ordering of Weekdays of Community Activities Before and After Conversion to Four-Day Week

Year(s)	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1982-83	4.3	1.9	3.4	3.5	4.7	4.2	5.4
Prior to Conversion	3.8	1.9	3.8	3.8	4.1	5.0	5.3

r = .90; significant at the .05 level.

Additional Findings

When all nine items listed on the community education opinionnaire for superintendents were cross-tabulated, the

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findings revealed no significant differences at the .05 level (Table 7).

However, it is of interest to note that there was total agreement in that all the superintendents felt that their schools should: encourage both parents' and non-parents' input into the total function of the school and request community participation in the development of educational policies, programs and curricula (Items E, F, and G; Table 7). The item that had the most negative responses was, "Community use of school facilities during school hours" (Item B, Table 7). Also of interest is that 75% of the superintendents felt that Adult Education programs should be provided by the school (Item C, Table 7).

Of the thirteen superintendents who responded to this opinionnaire, 46% chose item E, "Encouraging parents' input into the total function of the school," as the item that was most important (Table 8).

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Table 7

All Items of Community Education Superintendents' Opinionnaire when Cross-Tabulated According to Day Off*

	Item		Monday N	Monday %	Friday N	Friday %	Total N	Total %
A.	After-school activities for children and youth.	Yes	4	50%	5	100%	9	69%
		No	4	50%	0	0%	4	31%
B.	Community use of school facilities during school hours.	Yes	3	38%	1	20%	4	31%
		No	5	63%	4	80%	9	69%
C.	Adult Education programs.	Yes	5+	71%	4	80%	9+	75%
		No	2+	29%	1	20%	3+	25%
D.	Facilitating citizen's involvement in neighborhood problem solving activities.	Yes	5	63%	3	60%	8	63%
		No	3	38%	2	40%	5	38%
E.	Encouraging parents' input into the total function of the school.	Yes	8	100%	5	100%	13	100%
		No	0	0%	0	0%	0	0%
F.	Encouraging non-parents' (adults who do not have children in your school) input into the total function of the school.	Yes	8	100%	5	100%	13	100%
		No	0	0%	0	0%	0	0%
G.	Requesting community participation in the development of educational policies, programs and curricula.	Yes	8	100%	5	100%	13	100%
		No	0	0%	0	0%	0	0%
H.	Promoting social service agency cooperation in an attempt to meet the needs of the community.	Yes	4	50%	2	40%	6	46%
		No	4	50%	3	60%	7	54%
I.	Conducting pre-school programs and activities	Yes	3	38%	2	40%	5	38%
		No	5	63%	3	60%	8	63%

\+ One survey was removed from sample.
* Not significant at the .05 level.

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Table 8

Items on Opinionnaire Viewed as Most Important by Superintendents*

	Item	Monday		Friday		Total	
		N	%	N	%	N	%
A.	After-school activities for children and youth.	2	25%	2	40%	4	31%
B.	Community use of school facilities during school hours.	0	0%	1	20%	1	.08%
C.	Adult education programs.	1	13%	0	0%	1	.08%
D.	Facilitating citizens' involvement in neighborhood problem solving activities.	0	0%	0	0%	0	0%
E.	Encouraging parents' input into the total function of the school.	4	50%	2	40%	6	46%
F.	Encouraging non-parents' (adults who do not have children in your school) input into the total function of the school.	0	0%	0	0%	0	0%
G.	Requesting community participation in the development of educational policies, programs, and curricula.	1	13%	0	0%	1	.08%
H.	Promoting social service agency cooperation in an attempt to meet the needs of the community.	0	0%	0	0%	0	0%
I.	Conducting pre-school programs and activities.	0	0%	0	0%	0	0%

*Not significant at the .05 level.

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the procedures and findings of this research and draws conclusions from the analysis of the data. Recommendations for use of these findings and further research are also suggested.

Summary

The purpose of this research was to evaluate randomly selected Colorado school districts that were on a four-day school week, in regards to school facility utilization.

The null hypotheses tested to evaluate these school districts were:

1. There is no significant difference in the rank ordering of days of the week as they relate to building use when comparing before and after conversion to the four-day school week schedule.

2. There is no significant relationship between the mean score of each superintendent on a community education philosophy opinionnaire and amount of building use in that school district on the day off.

3. There is no significant difference in the amount of building use as it relates to scheduled activities on the

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off day when comparing schools that have Mondays off to schools that have Fridays off.

The fifteen school districts that were surveyed were randomly selected from among Colorado's twenty-seven school districts that were on a four-day school week. Fourteen superintendents responded. Statistical procedures used included the Pearson correlation product-moment coefficient and the Chi Square Formula, specifically the Fisher Exact Probability Test. The .05 level of significance was used to accept or reject hypotheses.

The results of the survey suggest acceptance of the first null hypothesis, "There is no significant difference in the rank ordering of days of the week as they relate to building use when comparing before and after conversion to the four-day school week schedule." This finding suggests that the school districts have not markedly altered the scheduling of their co-curricular and community activities. However, it is important not to assume that these school districts chose the least active day when deciding on which day the school district will be closed.

Although there was no significant shift in the rank ordering of days of the week according to the amount of use there were some interesting facets of scheduling activities noted. All school districts, regardless of day off: (1) ranked Fridays as the most active day for youth sport activities, (2) scheduled other youth co-curricular activities (excluding sports) equally throughout the week with no

particular day noted as more active, and (3) ranked Tuesday as the most active day for community activities. It is also of interest to note that three of the school districts ranked Saturday or Sunday as their most active day for community activities.

Findings suggest rejection of the second null hypothesis, "There is no significant relationship between the mean score of the superintendents of the community education philosophy opinionnaire and amount of building use." On the nine item community education philosophy opinionnaire, the superintendents' scores ranged from a three to a nine which suggests fairly wide differences of opinion on what they perceive their schools should provide to the local community. Of the six types of activities listed, the range of number of types of activities checked was from no activities to four types of activities. The researcher realizes that without accurate information regarding the frequency of these activities it is difficult to determine the degree of building use of the day off. However, due to the number of respondents who only partially completed this question, the number of types of activities was used as an indicator of building use on the day off. Also, the category for "other activities" was counted as only one type and it is possible that many more than that would be in this category. The mean score of each superintendent was correlated with the number of types of activities scheduled in that school district on their off day; this was statistically significant at the .05 level.

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This may suggest that superintendents who have a more community oriented philosophy encourage more use of the school facility.

The results of this study suggest acceptance of the third null hypothesis, "There is no significant difference in the amount of building use as it relates to scheduled activities on the off day when comparing schools that have Mondays off to schools that have Fridays off." It is apparent that there may be other factors that determine the amount of building use. As stated earlier, when considering Mondays or Fridays as least active days in the three categories: youth sport activities, other youth co-curricular activities and community activities, only Fridays appear as an active day and then only for youth sport activities.

All superintendents felt that their schools should encourage both parents' and non-parents' input into the total function of the school and would support community participation in the development of educational policies, programs and curricula (Items E, F, and G; Table 7). It may be possible that these three items are either traditional in nature or are requested more by the community at large. This researcher believes that rural communities tend to be more intimately involved in the schools as compared with suburban and urban areas, and this involvement may be reflected by the total agreement on these three items.

None of the school districts were planning any schedule changes for the upcoming 1983-84 school year, which may

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suggest satisfaction with the current utilization of the school facilities.

Conclusions

The researcher formed the following conclusions from this study:

1. No evidence exists that the school districts are any less community oriented after conversion to a four-day school week schedule.

2. Those superintendents who had an educational philosophy similar to a community education philosophy believed in greater use of the school facility.

3. Although many school districts converted to this schedule in order to decrease school district costs, they have compromised these savings somewhat by scheduling activities on the off day. It is possible that the school districts have realized the importance of the school facility in the community it serves.

Recommendations

Findings and conclusions from this study permit several recommendations for community educators, institutes of higher education and state educational agencies. They also suggest additional research.

1. The results of this thesis should be made available to Colorado State Department of Education and the Offices for Rural Education and Community Education at Colorado State University.

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2. A summary of the findings should be published in professional educators' journals and newsletters to increase the awareness of those educators interested in learning about the four-day school week.

3. Community educators should make more information available to the general public about current community education programs and the general philosophical premises of community education. By providing this information through media forms used by rural residents it is possible to further increase communities' involvement in the schools.

4. A portion of the present study was concerned with the superintendents' personal philosophy of what that particular four-day school district should provide to the community it serves. A similar study should be conducted on what superintendents of traditional school week districts feel should be provided by their schools to the communities they serve.

5. It is also recommended that similar studies by conducted regarding what school board members, of both traditional and four-day school week school districts, feel the schools should provide to the communities they serve.

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APPENDICES

APPENDIX A

LETTER TO SUPERINTENDENTS

Community Education Center
303/491-6475

Colorado State University
Fort Collins, Colorado
80523

January 19, 1983

Dear Administrator,

I am writing to you asking for your assistance and cooperation with a survey about your four-day school week program. I am a graduate student at Colorado State University and am interested in your school district because it has adopted a unique alternative calendar schedule. This research will build on the information Dr. Robert Richburg, Colorado State University, has obtained from a previous study he completed in 1982. A summary of that study was written by Drs. Richburg and Sjogren and published in the May 1982 issue of Phi Delta Kappan.

This survey will be sent to some of the twenty-seven school districts in Colorado that are on a four-day school week. The findings will be discussed with Dr. Charles Porter, Director of the Office of Community Education at Colorado State University and Dr. Robert Richburg. Also, there is the possibility that these findings may be published. The results will be tabulated on a state-wide basis and individual school district results will NOT be released. This study is not intended as an evaluation of the number of activities or the philosophy of the school district but rather to further understand how these alternative school schedules may be impacting the local community as a whole. A copy of the summary of the results will be mailed to those superintendents that request a copy.

The enclosed survey will take between 5-10 minutes to complete. Your response to this survey by February 9, 1983 will be appreciated. For your convenience, a self-addressed stamped envelope is enclosed.

Thank you for your assistance and cooperation.

Sincerely,

Colleen A. Charlton
Graduate Assistant

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APPENDIX B

FOLLOW-UP LETTER TO SUPERINTENDENTS

Community Education Center
303/491-6475

Colorado State University
Fort Collins, Colorado
80523

February 9, 1983

Dear

This letter is sent as a reminder to complete and return the survey that was sent to you three weeks ago in regards to the alternative schedule your school district has adopted. Your insight and knowledge about how this scheduling may be impacting both your school and the local community is vital for a more complete understanding of these relationships.

Enclosed are the survey and a stamped self-addressed envelope for your convenience. We look forward to your speedy response.

Thank you for your time and cooperation.

Sincerely,

Colleen A. Charlton
Graduate Assistant

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APPENDIX C

SURVEY INSTRUMENT

Four-Day School Survey

I. Identify Data
   A. Name of School District_____.
   B. This school district has been on this schedule for how many years: (Please check only one category) 1 year___ 2 years___ 3 years___ other___.
   C. This school district does not schedule regular academic classes on which day of the week?_____

II. Scheduling of Co-Curricular YOUTH Activities in the school building and on the school grounds.

   A. Please rank each day of the week according to the amount of co-curricular YOUTH SPORT activities over the entire 1982-83 school year, number 1 being the day with the MOST activities scheduled through number 7 being the day with the LEAST number of activities scheduled or held.

   Mon.____ Tues.____ Wed.____ Thur.____ Fri.____ Sat.____
   Sun.____

   PRIOR to your school district's adoption of this alternative schedule, the similar ranking of each day was:

   Mon.____ Tues.____ Wed.____ Thur.____ Fri.____ Sat.____
   Sun.____

   B. Please rank each day of the week according to the amount of OTHER YOUTH Co-Curricular activities (EXCLUDING SPORTS). Again, number 1 being the most active day.

   Mon.____ Tues.____ Wed.____ Thur.____ Fri.____ Sat.____
   Sun.____

   PRIOR to your school district's adoption of this alternative schedule, the similar ranking of each day was:

   Mon.____ Tues.____ Wed.____ Thur.____ Fri.____ Sat.____
   Sun.____

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III. **Please rank each day of the week according to the amount of COMMUNITY Activities (ex: educational opportunities for adults, cultural activities, a meeting place for community agencies and organizations) over the entire 1982-83 school year. Again, number 1 being the most active day.**

Mon.____Tues.____Wed.____Thur.____Fri.____Sat.____
Sun.____

PRIOR to your school district's adoption of this alternative schedule, the similar ranking of each day was:

Mon.____Tues.____Wed.____Thur.____Fri.____Sat.____
Sun.____

IV. A Partial Opinionnaire of some of your General Educational Philosophies.

Please place a mark (X) in the "YES" column of the following items which YOU feel your school should provide to the local community it serves. OR place a mark (X) in the "NO" column of the items YOU feel are not the responsibility of the school system. Please check only one column per item.

YES	NO	
___	___	A. After-school activities for children and youth.
___	___	B. Community use of school facilities during school hours.
___	___	C. Adult education programs.
___	___	D. Facilitating citizen's involvement in neighborhood problem-solving activities.
___	___	E. Encouraging parents' input into the total function of the school.
___	___	F. Encouraging non-parents' (adults who do not have children in your school) input into the total function of the school.
___	___	G. Requesting community participation in the development of educational policies, programs and curricula.
___	___	H. Promoting social service agency cooperation in an attempt to meet the needs of the community.
___	___	I. Conducting pre-school programs and activities.

Which ONE of the items above is the most important in your school and the community it serves? (Please place the LETTER which corresponds to your answer in the space provided)_____.

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V. **Additional information specific to the day the school district does not schedule regular academic classes.**

A. **Place a mark (X) on the space provided by each type of activity, if any, that is routinely scheduled** on the weekday the school district does not schedule regular academic classes. Also place how often that activity is scheduled in the column provided (ex: weekly, monthly, twice per year).

1. NO activities are scheduled on that day.
Comments: _____
_____
_____

2. Activities that are scheduled. How often.

_____a. Tutoring for students. _____

_____b. Teacher inservice. _____

_____c. Adult education classes _____

_____d. Senior Citizen activities _____

_____e. Community Activities _____

_____f. Other. Please describe: _____
_____
_____

B. In what way, if any, do you think this alternative schedule has changed the amount of community use of the school facilities? Increased____Decreased____ Remains the same_____Please explain:_____
_____
_____

C. Are you planning any schedule changes for the upcoming 1983-84 school year as a direct result of this alternative schedule? Yes____No_____Please explain:_____

If you would like a summary of these results please check___

THANK YOU for the time it took to complete this survey!

Additional comments:

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APPENDIX D

LIST OF SCHOOL DISTRICTS THAT RESPONDED

Cheraw School District 31

Cotopaxi School District Re-3

Del Norte School District C-7

East Grand School District 2

Edison School District 54 Jt.

Elbert School District 200

Frenchman School District Re-3

Hanover School District 28

McClave School District Re-2

Peyton School District 23 Jt.

Seibert School District R-2

South Conejos School District Re-10

Strasburg School District 31J

Woodlin School District R-104

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